

## French (MFL)- Whole School Overview



JUNIOR SCHOOL

*Together we make a difference*

*In MFL we aim to provide children with an exciting and stimulating introduction to the world of languages. By the end of year 6 we aim for all pupils to have studied a broad range of topics allowing them to develop the key skills of speaking, listening, reading and writing. Throughout their time in KS2 we encourage pupils to develop a knowledge of language, grammar & vocabulary and to speak with correct pronunciation and intonation to ensure they continue their language learning journey in KS3 with confidence and enthusiasm. In year 6 children have the opportunity to apply their learning on a residential visit to Paris.*

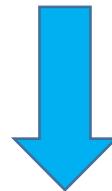
### Year 3

	Autumn	Spring	Summer
	Greetings, Numbers 1-20	Colours, "Toutes les Couleurs"	Pencil Case items, Ice creams
<b>Speaking and comprehension</b>	Perform finger rhymes and sing songs speak clearly and confidently Perform simple communicative tasks using single words, phrases and short sentences. Repeat words and phrases modelled by the teacher.	Join in with storytelling Repeat words and phrases modelled by the teacher.	Ask and answer questions
<b>Listening</b>	Listen attentively and respond to simple rhymes, stories and songs Recognise and respond to sound patterns and words.	Join in with storytelling. Remember a sequence of spoken words.	Ask and answer questions. Understand instructions, everyday classroom language and praise words.
<b>Reading and comprehension</b>	Recognise some familiar words in written form. Recognise how sounds are represented in written form.	Identify and read simple words	Read and understand simple messages. Make links between some phonemes, rhymes and spellings,
<b>Writing</b>	Write/ copy simple words and numbers	Write/ copy simple words and some sentences	Write/copy simple words, sentences and questions.
<b>Knowledge of Language</b>	Identify phonemes which are the same as or different from English and other known languages	Hear main word classes.	Recognise commonly used rhyming sounds.



**Year 4**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	Body parts, Monsters	Sports- likes and dislikes	Le Carnival des Animaux
<b>Speaking and comprehension</b>	Memorise and present a short spoken text. Ask and answer questions with a partner.	learn finger rhymes, poems or a non-fiction text Ask and answer questions with a partner. Devise and perform simple role-plays.	Learn and say several sentences on a topic. Ask and answer questions with a partner.
<b>Listening</b>	Listen for specific phonemes, words and phrases	Listen to a short group of sentences and answer questions in English.	Be able to recognise key points in a friend / partner's spoken presentation.
<b>Reading and comprehension</b>	Match phrases and short sentences to picture or themes.	Identify and read aloud common spelling patterns in letter strings.	Read a short text about a known theme and be able to understand the main points.
<b>Writing</b>	Write simple words and phrases using a model and some from memory	Write simple sentences containing accurately formed regular first person verbs. Provide opinions and reasons.	Write simple sentences containing accurately formed regular third person verbs.
<b>Knowledge of Language</b>	Recognise and apply simple agreements (singular and plural) Reinforce and extend recognition of word classes and understand their function. Continue to use question forms.	Reinforce and extend recognition of word classes and understand their function.	Reinforce and extend recognition of word classes and understand their function. Recognise that texts in different languages will often have the same conventions of style and layout.



**Year 5**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	The Solar System	Eqypt, My Town	Robin Hood
<b>Speaking and comprehension</b>	Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts. Agree and disagree with statements.	Prepare a short presentation on a familiar topic	Memorise and present a set of instructions.
<b>Listening</b>	Listen attentively and understand more complex phrases and sentences.	Listen to a short passage and understand the main points.	Listen to a short passage containing 1 <sup>st</sup> and 3 <sup>rd</sup> person verbs and understand the main points.
<b>Reading and comprehension</b>	Understand the main points and some of the detail from short written texts.	Read aloud a short presentation on a familiar topic.	Read short written texts and answer questions about them in English.
<b>Writing</b>	Link a series of sentences on a familiar topic using common conjunctions.	Prepare a short presentation on a familiar topic.	Memorise and present a set of instructions.
<b>Knowledge of Language</b>	Apply knowledge of adjectival agreement rules when building sentences.	Recognise the typical conventions of French word order.	Use knowledge of word and text conventions to build sentences and short texts.



**Year 6**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	Family	Clothes	Sports, Café Conversations
<b>Speaking and comprehension</b>	Recite a short piece of narrative either from memory or by reading aloud from text	Prepare questions and anticipate responses to be used in practical situations. Participate in simple conversations on familiar topics.	Use spoken language confidently to initiate and sustain conversations and to tell stories
<b>Listening</b>	Listen attentively, re-tell and discuss the main ideas	Listen attentively to responses to enable conversations to take place.	Understand longer and more complex phrases or sentences in a conversation setting.
<b>Reading and comprehension</b>	Read and understand the gist of a familiar news story or simple magazine article.	Read and respond to e.g an extract from a story, an e-mail message or song.	Understand longer and more complex phrases or sentences.
<b>Writing</b>	Understand and express opinions in first and third person verb forms.	Write extended sentences linking 2 topics (e.g clothes and weather) using conjunctions.	Write a longer piece of text showing evidence of conjunctions, 1 <sup>st</sup> person and 3 <sup>rd</sup> person verbs and opinions with reasons.
<b>Knowledge of Language</b>	Recognise the significance and importance of intonation. Devise questions for authentic use.	Recognise the significance and importance of intonation. Devise questions for authentic use.	Recognise the significance and importance of intonation. Devise questions for authentic use.